

Northwest Washington Partnership for Workforce Development

COMPETENCIES FOR WORKFORCE DEVELOPMENT PROFESSIONALS

Staff performing primary workforce development functions, or others as defined by their organization, must demonstrate competence by meeting both baseline and specialist measurements.

COMPETENCY	INDICATOR	MEASURES	
		BASELINE Staff with a workforce development component in their job responsibilities.	SPECIALIST Staff performing primary workforce development functions or others as defined by their organization.
1. History and Structure of the Workforce Development System. Understands the history and structure of the workforce development system and how it impacts the current system. Is able to relate public workforce development policy, initiatives and funding sources with the current system.	1a <i>Able to articulate how collaboration benefits customers.</i>	1a.B1 Describes two examples of Partnership collaboration, providing specific information of how a customer realizes benefit(s) from the collaboration.	1a.S1 Following are three key benefits of collaboration amongst the Partners: <ul style="list-style-type: none"> • Partners help each other to “win” • Seamless service delivery • Customer choice Cite an example of customer benefit(s) for each of those provided and provide a fourth key benefit of your own choosing with a specific example of customer benefit.
	1b <i>Able to articulate to customers the important distinguishing features of career centers and affiliates.</i>	1b.B1 Provides customers comprehensive information about service delivery sites in the immediate geographic area, highlighting the key differences between local Centers and Affiliates, if applicable.	1b.S1 Names all of the certified WorkSource Centers and WorkSource Affiliate sites within the entire Partnership area. 1b.S2 Identifies each universal service available at the local WorkSource Center and provides a specific example of how a customer has access to each universal service.

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1. History and Structure of the Workforce Development System.	1c <i>Understands the NWDC strategic plan and is familiar with its goals.</i>	1c.B1 Has read and is able to describe the goals of the NWDC Strategic Plan. Provides three examples of Partnership work that support the attainment of one or more system-wide strategic goal.	1c.S1 Provides a specific example of how their own daily work supports each of the system-wide strategic goals.
	1d <i>Understands the relationship between the certification process for Centers and Affiliates and the Partnership's quality improvement framework.</i>	1d.B1 Identifies which entity is responsible for certification of WorkSource Centers and Affiliate sites. 1d.B2 Describes the three-step process used by sites making application for certification.	1d.S1 Given the 7 Baldrige-based quality standards, describes how they are applied to workforce development. 1d.S2 Articulates the importance of the key system integrators and explains how the levels of saturation relates to the achievement of system-wide quality improvements.
	1e <i>Understands the composition of the NW Workforce Development Council (Board) and its policy and governance responsibilities for the workforce development system</i>	1e.B1 Identifies under what authority the Board sets policy and governs the workforce development system. 1e.B2 Identifies three of the required sectors represented on the NWDC Board.	1e.S1 Describes the Partnership structure the Board has established to achieve its strategic goals. 1e.S2 Identifies the majority sector that makes up the NWDC Board articulates the importance of their role on the Board.
	1f <i>Understands the requirements of the Workforce Investment Act for the working relationships of service providers.</i>	1f.B1 Identifies the mandated WIA partners.	1f.S1 Articulates what is required of mandatory partners by WIA. If WIA requires your organization's participation in a one step system, describe those requirements.

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1. History and Structure of the Workforce Development System.	1g <i>Understands there are formal Partnership commitments.</i>	1g.B1 Articulates the purpose and provides a general summary of the Memorandum of Understanding.	1g.S1 Communicate your respective organizational commitments as defined in the MOU. 1g.S2 For those working in a WorkSource facility, describe in general terms the purpose and key elements of the local WorkSource Site Operating Agreement.
	1h <i>Knows the primary Partnership teams and their roles in the workforce development system.</i>	1h.B1 Names two members of the local Center Use Team, and Affiliate Use Team if and when applicable. 1h.B2 Name your organization's local representatives on the Design and Implementation Team. 1h.B3 Articulates the purpose of the Design & Implementation Team. 1h.B4 Accesses meeting notes for any Partnership team.	1h.S1 Identifies the primary Partnership teams and sub-teams, describes their purpose, and knows how to identify membership. 1h.S2 Identifies two active Partnership process improvement teams, identifies two ways in which a process improvement team differs from a work team, and describes a quality improvement developed and implemented by one of the process improvement teams.

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2. Program Management. Understands how workforce development system design uses appropriate service strategies to meet system & program goals. Is able to identify indicators and established instruments that document performance outcomes.	2a <i>Works towards fulfillment of workforce development system strategic goals.</i>	2a.B1 Locates the NWDC strategic plan and identifies its strategic goals. 2a.B2 Locates the mission and goals for the individual's organization and articulates how Partnership strategies support that organization's mission and goals. 2a.B3 Locates the Partner Referral Guide and answers questions about eligibility and services. 2a.B4 Makes appropriate informed referrals to Partner or community resources. 2a.B5 Maintains written or computerized records of information regarding referrals to Partner organizations.	2a.S1 Names the strategic goals and provides their individual service strategy(ies) that would support each goal. 2a.S2 Identifies the key system integrators and offers evidence of use in their individual daily work.
	2b <i>Understands and demonstrates how Partner program outcomes and eligibility guidelines impact the workforce development system</i>	2b.B1 Articulates how making informed referrals leads to positive performance outcomes for the workforce development system. 2b.B2 Articulates how most Partner programs support both job seeker customers and business customers.	2b.S1 Describes how changes in one Partnership program impact performance outcomes within the system.

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2. Program Management.	2c <i>Delivers customer service that leads to positive performance outcomes for one or more programs.</i>	2c.B1 Knows the American Customer Satisfaction Index questions and is able to describe how they relate to performance outcomes. 2c.B2 Is familiar with the Partnership's business services design and how it promotes business results and customer satisfaction.	2c.S1 Uses systemic processes and products developed by the Partnership and can articulate how they enhance program performance (e.g. common referral).

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3. Customer Service. Understands who are the principle customers of the workforce development system. Is able to identify their needs and expectations and provides service that results in customer satisfaction.	3a <i>Understands the differences between customer service and customer satisfaction.</i>	3a.B1 Defines customer service and customer satisfaction, and gives specific examples of each from individual work. 3a.B2 Regularly identifies and takes opportunities to enhance customer satisfaction beyond meeting the initial stated customer need. 3a.B3 Consistently asks customers if their needs have been met and if they know their next steps.	3a.S1 Recognizes trends in customer feedback and advocates for customers by providing improvement strategies to the appropriate person(s)/entities. 3a.S2 Responsibly challenges existing procedures and policies that impede quality customer service.
	3b <i>Understands the needs of business, job seeker, and internal customers.</i>	3b.B1 Able to articulate 3 to 4 unique needs of each of the three customer groups (business, job seeker, and internal customers). 3b.B2 Conducts initial triage with business and/or job seeking customers to identify customer needs, and identifies resources available in the system to meet the need, either through direct service provision or appropriate referral. 3b.B3 Names and describes 3 resources pertinent to serving business and job seekers which are accessed through the Inside WorkSource Northwest web site.	3b.S1 Utilizing the appropriate system tools (Career Kit, Common Job Order, etc.) and interviewing techniques, obtains in-depth, accurate information needed to meet the specific customer's need. Analyzes the information gathered and offers a variety of appropriate services available to the customer for meeting his or her need. 3b.S2 Assists business and/or job seeking customers in using the services on the Go2WorkSource.com website, and troubleshoots errors related to its use.

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3. Customer Service.	3b <i>Understands the needs of business, job seeker, and internal customers.</i>	3b.B4 Explains to each customer group the basic services available on the Go2WorkSource.com web site, and demonstrates how to access the site.	

	<p>3c <i>Works and communicates with customers to satisfy their expectations and presents self in positive manner.</i></p>	<p>3c.B1 Demonstrates respect to all customers through polite language and utilizing active listening and communications skills (such as, asking clarifying questions) to identify customer expectations.</p> <p>3c.B2 Provides prompt response to internal customer requests, and directs request to appropriate party(ies) if misdirected.</p> <p>3c.B3 Consistently asks customers if their needs have been met and if they know their next steps.</p> <p>3c.B4 Presents positive personal and organizational image through warm, welcoming interactions.</p> <p>3c.B5 Modifies personal approach based on customer satisfaction feedback.</p> <p>3c.B6 Maintains positive and professional manner when working with emotionally charged customers</p> <p>3c.B7 Seeks out additional training in areas identified through customer satisfaction feedback.</p>	<p>3c.S1 Assists customers with identifying, clarifying and organizing their needs and setting long- and short-term goals.</p> <p>3c.S2 Generates alternatives to meet challenging customer needs through referral options, program exception processes, and other resources.</p> <p>3c.S3 Actively follows up on and/or resolves customer comments, complaints, and referrals to ensure customer satisfaction is met.</p> <p>3c.S4 Incorporates suggestions from customer feedback into personal and organizational goal setting process.</p>
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3. Customer Service.	3d <i>Uses the continuous quality improvements process and articulates to customers how their feedback is utilized.</i>	3d.B1 Defines the CQI process and the role it occupies within the overall organizational system. 3d.B2 Describes their role in the CQI process. 3d.B3 Describes how customer feedback is used in the CQI process to make changes and improvements. 3d.B4 Using appropriate tools, elicits customer satisfaction data and explains its use to the customer. Forwards information to appropriate entity.	3d.S1 Provides examples of how customer feedback has been used to improve services, in the system and in individual work. 3d.S2 Assists with evaluation of the effectiveness of current customer satisfaction tools/processes and makes suggestions for improvement. 3d.S3 Participates in quality improvement planning and activities.
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4. Diversity. Understands the special employment needs of diverse groups. Is able to adapt materials and services to address these needs.	4a <i>Recognizes if a resource is inaccessible or inappropriate for a customer and offers an alternate resource to meet their needs.</i>	4a.B1 Determines if there is an obvious language/cultural, comprehension, or disability related barrier to accessing resources in the system; refers to specialist to address the barrier.	4a.S1 Identifies obvious and subtle barriers to accessing resources in the system and addresses the barrier. 4a.S2 Tailors approach and services to meet the needs of each customer.
	4b <i>Demonstrates respect for all customers, regardless of differences.</i>	4b.B1 Treats customers fairly. 4b.B2 Uses respectful language and appropriate tone with all customers. 4b.B3 Acknowledges that the customer is an expert on their own disability/culture/experience and sets personal beliefs aside. 4b.B4 Provides accommodation and adapts resources in a manner that does not bring undue attention and preserves customer dignity.	4b.S1 Adapts language and services to meet the needs of each customer. 4b.S2 Asks targeted questions to learn more about customers' unique circumstances (culture, language, lifestyle, etc.) for the purpose of providing employment and training services. 4b.S3 Asks customer for feedback and adjusts approach accordingly.

4. Diversity.	4c <i>Understands barriers to service and utilizes system products and processes to overcome them.</i>	4c.B1 Able to summarize the Federal Equal Employment Opportunities (EEO) statement. 4c.B2 Is able to locate the (ADA) definition of reasonable accommodation. 4c.B3 Describes the key elements of the Protocols for Serving Customers with Disabilities.	4c.S1 Given a special needs scenario, identifies and accesses reasonable accommodations and/or resources for customers with special needs.
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<p>5. General “Helping” Skills. Understands the essential elements of a helping relationship including rapport, trust, and mutual respect. Is able to effectively communicate with customers including listening, asking relevant questions and giving appropriate guidance and feedback.</p>	<p>5a <i>Interprets workforce-related information in understandable terms for customers.</i></p>	<p>5a.B1 Articulates the importance of Workforce Skill Standards.</p> <p>5a.B2 Accesses copies of the Workforce Skill Standards and assists job seekers in identifying which Workforce Skill Standards they possess.</p> <p>5a.B3 Describes workforce development programs and services without the use of acronyms or industry jargon.</p> <p>5a.B4 Using a copy of the Career Kit is able to briefly explain its use to a job seeker.</p> <p>5a.B5 Finds specific information about partner and community organizations to make informed referrals.</p> <p>5a.B6 Consistently asks customers if they know what their next step is.</p>	<p>5a.S1 Takes employer job orders including the appropriate Workforce Skill Standards for the job.</p> <p>5b. S2 Helps customers identify which Workforce Skill Standards are important to specific occupations.</p> <p>5a.S3 Describes to job seekers all the resources identified in the Career Kit.</p>

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5. General “Helping” Skills.	5b <i>Provides constructive feedback and suggestions to customers.</i>	5b.B1 Consistently demonstrates respect to all customers through polite dialogue. 5b.B2 Always asks permission to give feedback.	5c.S1 Leads customers through the process of ‘next steps’ by asking open-ended questions. 5c.S2 Presents options to customers to assist them in making choices and/or decisions. 5c.S3 Respectfully redirects customers to appropriate resources as deemed necessary.
	5d <i>Is discrete and sensitive in dealing with customers’ private information</i>	5d.B1 Describes the function and content of the Partnership release of information and uses appropriately. 5d.B2 When appropriate, directs customers to a private area when personal information is being disclosed. 5d.B3 Handles confidential information with sensitivity.	

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5. General “Helping” Skills.	5e <i>Demonstrates good interviewing skills in all interactions with customers.</i>	5e.B1 Makes eye contact when culturally appropriate. 5e.B2 Paraphrases or summarizes conversations back to customer for clarification. 5e.B3 Participates in conversational turn-taking. 5e.B4 Accurately interprets and responds to subtle verbal and non-verbal cues in interactions with customers and partner staff.	5e.S1 Synthesizes information when interviewing customers. Asks probing and open-ended questions when interviewing customers.
	5g <i>Presents information effectively according to customers’ learning styles.</i>	5g.B1 Offers customers information in a variety of formats (e.g. written, video, audio, hands-on).	5g.S1 Asks targeted questions to identify customers learning style.

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6. Interpersonal Relations. Understands the basic principles of teamwork. Is able to deal with customers, colleagues, agencies and Partner associates in a positive, professional manner.	6a <i>Exhibits the basic principles of teamwork.</i>	6a.B1 Demonstrates speaking, listening, writing, and interacting skills sufficient to participate as an effective team member. 6a.B2 Identifies and adheres to protocols/norms, established by a team 6a.B3 Identifies and respects different roles that individuals assume to support a team. 6a.B4 Understands the consensus decision making process.	6a.S4 Works cooperatively to arrive at decision. 6a.S1 Encourages and motivates both individuals and groups. 6a.S3 Performs one or more defined roles in a team environment, and describes how the role supports the team. 6a.S2 Adjusts style and approach to facilitate the improvement of interpersonal relationships.

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6. Interpersonal Relations.	6b <i>Interacts with customers and colleagues in a positive and professional manner.</i>	<p>6b.B1 Consistently demonstrates respect to all customers and colleagues through polite verbal and body language.</p> <p>6b.B3 Summarizes customer requests and uses clarifying questions to identify that needs are being met.</p> <p>6b.B4 Consistently presents self, organization, and Partnership in a professional manner.</p> <p>6b.B5 Communicates thoughts, feelings, and ideas to justify a decision.</p> <p>6b.B6 Receptive of and solicits others' ideas, feelings and thoughts.</p> <p>6b.B7 Describe and demonstrate several strategies to work with an emotionally charged customer.</p> <p>6b.B8 Attends to customer's body language to check for comprehension of verbal information.</p> <p>6b.B9 Notes behaviors that may indicate a customer needs additional assistance or help and addresses the need.</p>	<p>6b.S1 Responds to questions and points of view from other members of a group.</p> <p>6b.S2 Challenges others' thoughts and ideas in a respectful manner.</p> <p>6b.S3 Exhibits willingness to have own ideas and thoughts challenged.</p> <p>6b.S4 Attends to other's body language, facial expression, tone of voice and volume and requests clarification if body language is not congruent with verbal messages.</p> <p>6b.S5 Able to de-escalate an emotionally charged customer and redirect to appropriate resources.</p>

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7. Technology. Understands basic computer technology used in workforce development. Is able to demonstrate proficiency in the core set of applications and understanding of other related software.	7a. <i>Understands the technological components of the Menu of Services.</i>	7aB1. Describe each application on the Menu of Services, giving a general description of each including what a customer can accomplish using each.	7aS1. Describe and recommend appropriate software based on customer need. 7aS2. Assist customers in interpreting results generated through online and software-based job seeker applications. 7aS3. Incorporate the use of technological tools in the development of an overall employment plan.
	7b. <i>Uses word processing applications necessary for workforce development functions.</i>	7bB1. Format a document in word processing software using a variety of functions including but not limited to: bold, italics, lines, font sizes, bullets, page setup, print, text alignment, spell check, and tabs. 7bB2. Open and save a document in a word processing program.	7bS1. Troubleshoot a document using various features including but not limited to: tables, columns, and using the show/hide feature. 7bS2. Determine which computer program a document was written in and open it, converting the format if necessary.

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7. Technology.	7c <i>Uses the Internet for workforce development activities.</i>	7cB1. Use basic Internet navigation including following links, using search engines, and using navigation buttons.	7cS1. Describe and guide customers through basic Internet navigation including following links, using search engines, and using navigation buttons. 7cS2. Locate, using the Internet, three administrative positions out of state. 7cS3. Describes to customers the benefits and limitations of workforce development internet sites based on content, authorship, and date of last update.
	7d. <i>Understands the technological skill level necessary to participate in each universal service.</i>	7dB1. Make informed referrals to universal services and resources based upon customer technological abilities. 7dB2. Identify the appropriate process to report IT system issues or problems.	7dS1. Direct customers to alternate resources and/or skill upgrade opportunities to prepare them to effectively access universal services through technology.

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8. Career Development Process. Understands the process by which individuals define their career goals. Able to identify the kinds of information individuals need to make realistic career decisions and where that information is found.	8a <i>Assists customers in the process of developing a comprehensive career plan using Partnership recognized tools.</i>	8a.B1 Identifies 5 resources related to the career development process and describes how they are used in that context.	8a.S1 Using the results of 5 resources, interprets and describes the relationship between the resources as they relate to a three-step career development process.
	8b <i>Explains to customers the importance of knowing skills, abilities, values and interests and how to assess them to define career goals</i>	8b.B1 Identifies a resource to assess each of the following: skills, values, abilities and interests and explains how each relates to the career development process.	8b.S1 Discusses and interprets the results of each of the following in the context of a specific career choice: skills, abilities, values, and interest.
	8c <i>Assists customers in assessing their current situation relative to their identified goal.</i>	8c.B1 Identifies two tools available to customers for assessing their present circumstances as it relates to achieving their identified career or job goal.	8c.S1 Using assessment results, recommends a plan of action and available resources for achieving the career or job goal.

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9. Labor Market Information (LMI). Understands the kinds of labor market information available and the uses of such information. Is able to access LMI using local, state, and national electronic and non-electronic delivery systems.	9a <i>Utilizes and connects customers with the appropriate electronic and non-electronic LMI.</i>	9a.B1 Makes referrals to Partnership's LMI workshop based on customer need. 9a.B2 Refers customers to LMI resource(s) specific to their plan. 9a.B3 Locates 3 electronic labor market information resources and 2 non-electronic LMI resources.	9a.S1 Generates labor market information for a specific occupation using a variety of sources, and interprets the data as it applies to the customer's plan. 9a.S2 Using go2worksource.com: <ul style="list-style-type: none"> Locates a managerial position in Skagit County Identifies 3 occupations and their prevailing wage rates in Whatcom County
	9b <i>Explains to customers how to apply labor market information and its importance to job search and career choices.</i>	9b.B1 Identifies three elements of LMI and describes how the information may be used in the job seeking/career development process. 9b.B2 Identifies when a customer needs to research LMI in order to make informed career choices, and persuades the customer of the value of doing it.	9b.S1 Recommends the two best resources of LMI for a given career plan and supports those recommendations with your rationale for the choices. 9b.S2 Describes how information in two LMI resources was obtained and how differing methods of collection may apply to a job search strategy or career planning process.

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10. Job Preparation Skills. Understands the occupational training needs of both the business customer and the job seeker. Is able to develop strategies that address the business customers needs and the job seeker's capabilities.	10a. Understands the WSS and their relationship to job preparation.	10aB1. Articulate the importance of Workforce Skill Standards, their origin and local validation process. 10aB2. Describe the content of the skills identification workshop.	10aS1. Locate a resource to assess customers' level of Workforce Skill Standards. 10aS2. Identify resources or training opportunities where customers can improve their Foundation and Workforce Skills. 10aS3. Consistently uses WSS when assisting customers with all aspects of job search process.
	10b. <i>Able to conduct an assessment of business customers' workforce training needs and make an accurate referral to an appropriate training resource.</i>	10bB1. Describe the variety of job preparation training opportunities available to businesses from the workforce development system.	10bS1. In making referral to a training provider, specialist provides areas of key information required (for example, number of trainees, duration of training, skill level required, etc.).

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10. Job Preparation Skills	10c. <i>Able to conduct an initial assessment with the job seeking customer and assist in finding the appropriate training or education opportunities or resources.</i>	10cB1. Utilize electronic and non-electronic resources to assist customers in assessing: <ul style="list-style-type: none"> • Occupational skill level • Training, and certification requirements for various occupations. 10cB2. Connect job seeking customers to apprenticeship links on go2worksource.com as well other non-electronic information. 10cB3. Given an occupational title, able to identify local and non-local training and education providers. 10cB4. Using the online Partner Referral Guide, provide customers with complete contact information to local training and education opportunities. 10cB5. Explain to customers how to use Career Kit as a resource.	10cS1. Describe the full range of job preparation training opportunities available to meet an individual customer's training needs. 10cS2. Assist customers in the development of a training plan including: <ul style="list-style-type: none"> • Location • Cost • Pre-requisites • Application process • Length of training opportunities.

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11. Job-Search Skills. Understands the process, techniques, and tools of an effective job-search campaign. Is able to assess the local labor market and critique various types of cover letters and resumes. Understands the proper techniques for job applications, interviewing, and networking.	11a. <i>Able to identify and use appropriate tools, web sites, and publications for the job search process based on customers' needs.</i>	11aB1. Identify four electronic and four non-electronic sources of job leads and explain to customers the benefits of using multiple sources. 11aB2. Explain to customers what information can be accessed from the following features on go2worksource.com: resume center, job links, career links, career events, labor market information, and career counselor. 11aB3. Access a resource for each of the following: resume, cover letter, application, interview, and LMI 11aB4. Use Workforce Skill Standards as an integral tool when working with customers in the job search process.	11aS1. Format and post an electronic resume on go2worksource.com. 11aS2. Demonstrate how the Career Kit is used in a structured job search. 11aS3. Using go2worksource.com, able to do an advanced job search for a specific occupation in Washington. 11aS4. When provided a set of duties and tasks, identify the applicable Workforce Skill Standards.
	11b. <i>Understands the importance of structured job search.</i>	11bB1. Explain to customers the benefit of completing the following components of a structured job search: identifying an occupational goal, researching both the company and industry, development of appropriate application materials, tracking employment contacts, and following up with employers. 11bB2. Provide customers an appropriate resource for each of the above job search activities.	11bS1. Assist customers in the development of a structured job search plan for customers across all skill levels.

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11. Job-Search Skills.	11c <i>Able to critique resumes, applications, cover letters, and other written job search tools.</i>	11cB1. Describe the difference between a functional and chronological resume and when it is best to use each. 11cB2. State the function of a cover letter and when it is an appropriate tool. 11cB3. Provide instruction and effective coaching in the preparation of application s. 11cB4. Proofread all written materials for grammar, spelling, formatting, and content with 100% accuracy. 11cB5. Describe the content of the resume workshop.	11cS1. Assess customers’ current skill level in developing written job search materials and refer to appropriate resource. 11cS2. Provide instruction, coaching and assistance to customers in developing effective cover letters and resumes. 11cS3. Provide general feedback and suggestions on resumes and cover letters to strengthen and improve style, content and format. 11cS4. Identify proper application processes according to employer instructions or industry standards.
	11d. <i>Understands the importance of portfolio development in the job search process.</i>	11dB1. Describe the uses of a portfolio. 11dB2. Describe the difference between a developmental and presentation portfolio.	11dS1. Identify four possible categories in a portfolio and give examples of what could be included under each one. 11dS2. Provide instruction and coaching to customers in using their portfolio to present their skills to employers.

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11. Job-Search Skills.	<i>11e. Understands the interview process.</i>	11eB1. Coaches customers in all aspects of preparing for the interview: what to do before, during, and after. 11eB2. Identify and describe four resources for improving interview skills. 11eB3. Describe the content of the Interviewing Skills Workshop.	11eS1. Assists customers in developing answers to commonly asked and difficult questions. 11eS2. Conduct a practice interview with customers and give them feedback on their presentation and the content of their answers.

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12. Job-Keeping Skills. Understands the factors that affect job retention. Is able to identify actions that address potential barriers to long-term employment.	12a. <i>Understands employer expectations often differ from employee expectations (and this can result in job loss)</i>	12aB1. Identify the top three reasons employers give for letting employees go, 12aB2. Identify the top three reasons why employees quit their jobs.	12aS1. Describe how career research and labor market research is directly related to job retention. 12aS2. Help the job seeker identify their expectations relative to a particular job. 12aS3. Counsel customers on resolving past negative employment situations when appropriate. (Apply lessons learned from past negative employment experiences)
	12b. <i>Understands the importance of Foundation and Workforce Skill Standards in keeping a job</i>	12bB1. List 10 positive work habits or characteristics as described in WSS and give examples demonstrating their importance.	12bS1. Assist a customer in assessing their current level of Workforce Skill Standards. 12bS2. Assist customer in developing a plan to attain necessary Workforce Skill Standards.
	12c <i>Identifies career pathways with customers and explains how this planning enhances job retention.</i>	12cB1. Describe three career assessment resources and how to use them to identify: <ul style="list-style-type: none"> - Current skill levels - Skills needed to retain or advance - Next steps to attain those skills 	12cS1. Give examples of planning strategies to upgrade skills needed to retain or advance. 12cS2. Given an occupation, identify a probable career ladder or pathway.

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12. Job-Keeping Skills.	12d. <i>Identifies customers' barriers to long-term employment.</i>	12dB1. Identify three common barriers to retaining employment 12dB2. Use the Career Kit to help customers identify barriers. 12dB3. Problem solve with customers to remediate barriers and make referrals as appropriate.	12dS1. Assist customers in developing a plan to remediate barriers.